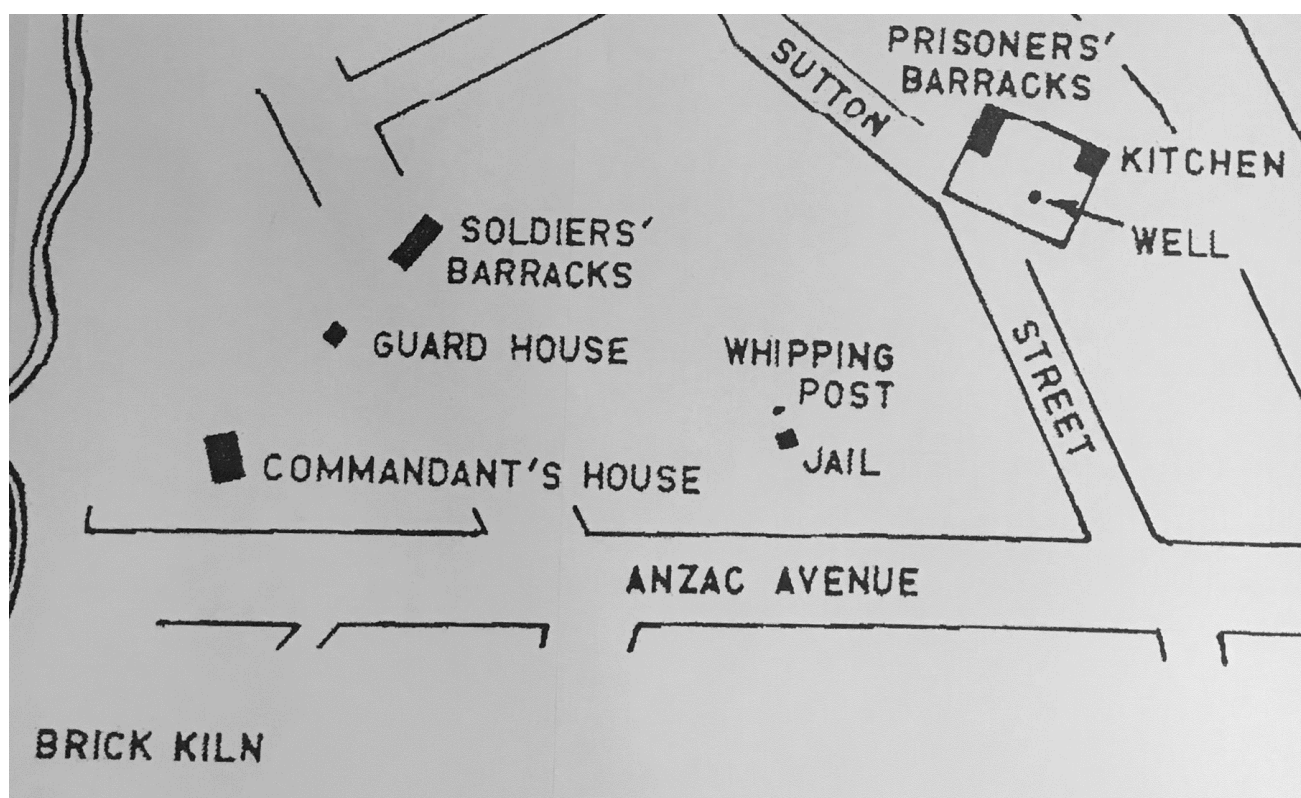


Year 3-4 Program Snapshot



A day in the life: the worst of the worst

Duration

10:30am -1:30pm. Activities are 30 minutes per session, with 3 sessions in the day.

Maximum Students

Maximum 60 students per day. Larger groups will need to visit over multiple days.

Cost

\$6 per student, GST inclusive

Bookings offered

Sessions are offered in Terms 2 and 3, Wednesday to Friday. Please email Redcliffe Museum, or make your booking through the link provided.

Supervision ratios

When visiting the museum, we require a ratio of 1:15 accompanying adults to students.

Bookings

If you would like to make a booking, please [book online](#).

Overview

A day in the life is an interactive education program which aligns with the current Australian Curriculum for Year 3 and 4 HASS. It is designed by Redcliffe Museum to support primary school teacher's history programs and enrich student learning.

A day in the life focuses on the history of European settlement in Australia and provides an insight into convict life during the first penal settlement in Moreton Bay, Queensland.

During the program, students will participate in a variety of learning experiences such as hand making convict bricks and learning the division of labour regarding settlement infrastructure needs. Students will also examine the strict rules convicts were required to follow and the punishments given. Finally, students will learn about convict life and learn some slang that convicts would use to communicate, unique to their circumstances.

Activities

Pugs and frogs - convict labour at Redcliffe

Imagine having to make your own bricks to build your own house?! With replica 19th Century brick moulds and kinetic sand, students will get their hands dirty and put their problem-solving hats on to recreate a brick kiln and learn the process of brick making.

Bush'd lags - Convict life

Students will travel back in time to the late Nineteenth century through immersive activities, to discover real life convicts and how they lived. They will learn the strict rules that governed daily life and master Convict slang!

Self-paced Museum Experience

Students will be invited to explore the Museum's current exhibition, and watch films about the history of the Peninsular, learning about the Kabi Kabi/ Gubbi Gubbi peoples and their legacy of custodianship.

Curriculum Links | Year 3 HASS - Diverse communities and places and the contribution people make.

Inquiry and Skills

Inquiry and Skills

Questioning	Pose questions to investigate people, events, places and issues. (ACHASSI052) Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094)
Researching	Locate and collect information and data from different sources, including observations. (ACHASSI053) Sequence information about people's lives and events (ACHASSI055)
Analysing	Examine information to identify different points of view and distinguish facts from opinions (ACHASSI056)

Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns ([ACHASSI057](#))

- | | |
|---------------------------|---|
| Evaluating and Reflecting | <p>Draw simple conclusions based on analysis of information and data (ACHASSI058)</p> <p>Interact with others with respect to share points of view (ACHASSI059)</p> <p>Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI060)</p> |
| Communicating | <p>Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI061)</p> |

Knowledge and Understanding

Knowledge and Understanding

Explore the historical features and diversity of their community as represented in individuals and their contributions, symbols and emblems of significance (significance) and the different celebrations and commemorations, locally and in other places around the world (significance, perspectives, empathy).

Develop understandings about the heritage of their local area (sources, continuity and change), including the importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples (significance, perspectives, empathy), and how and why their community has changed (continuity and change, cause and effect).

How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community ([ACHASSK063](#)).

Develop understanding about **democracy, laws and citizens and citizenship, diversity and identity**. Drawing on familiar contexts and personal experiences of fair play, different points of view, rules and consequences, and decision-making, students begin to develop an understanding of democracy as rule by the people (democracy, laws and citizens) ([ACHASSK071](#)).

Cross curriculum priorities:

- Aboriginal and Torres Strait Islander Histories and Cultures
- Sustainability

General capabilities:

- Critical and creative thinking
- Intercultural understanding

Curriculum Links | Year 4 HASS- How people, places and environments interact, past and present.

Inquiry and Skills

Inquiry and Skills

Questioning	Pose questions to investigate people, events, places and issues (ACHASSI073)
Researching	Locate and collect information and data from different sources, including observations (ACHASSI074) Sequence information about people's lives and events (ACHASSI076)
Analysing	Examine information to identify different points of view and distinguish facts from opinions (ACHASSI077) Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI078)
Evaluating and Reflecting	Draw simple conclusions based on analysis of information and data (ACHASSI079) Interact with others with respect to share points of view (ACHASSI059) Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081)
Communicating	Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI082)

Knowledge and Understanding

Knowledge and Understanding

Interactions between people, places and environments over time and space and the effects of these interactions. Students gain opportunities to expand their world knowledge and learn about the significance of environments, examining how people's need and want of resources over time has affected peoples, societies and environments. Specifically, students study European exploration and colonisation in Australia and elsewhere up to the early 1800s and life for Indigenous Australians pre- and post-contact.

Examine the concept of sustainability, and its application to resource use and waste management, past and present, by different groups.

The curriculum introduces the role of local government, laws and rules, and group belonging and how they meet people's needs. Themes of law and citizenship extend into their studies of diverse groups, the colonisation of Australia and other places, and how environmental sustainability is enacted.

Cross curriculum priorities:

- Aboriginal and Torres Strait Islander Histories and Cultures
- Sustainability

General capabilities:

- Critical and creative thinking
- Intercultural understanding

Learning Outcomes

At the conclusion of the program students will be able to:

- Examine and compare life during Queensland's first European settlement with the present.
- Describe the daily life and experiences of convicts living at Moreton Bay settlement.
- Identified changes in rules and regulations, social behaviour, and technology with the present.

Planning your visit

- Maximum 60 students per day. Prior to arrival, please ensure students are broken evenly across 3 groups of no more than 20 students each.
- When booking please indicate if any of your students have special needs or learning difficulties so we can accommodate their needs during the visit.
- Students to bring their own hat, water bottle, and lunch. It is recommended students leave their bags at school.
- Bus parking is available on site, in front of the Museum entrance.
- Behaviour management remains the responsibility of teachers and carers.

Location**Redcliffe Museum**

75 Anzac Ave, Redcliffe, Queensland, 4020

Phone: 07 3480 6700

Inquiries Email: Redcliffe.museum@moretonbay.qld.gov.au

Bookings

If you would like to make a booking, please [book online](#).